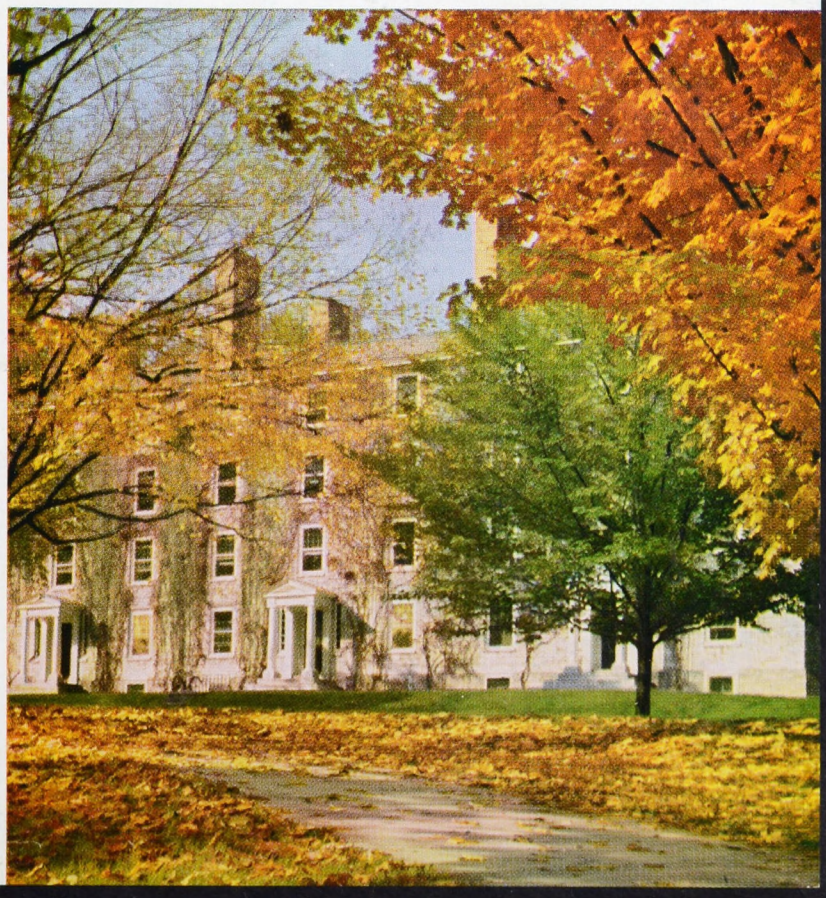
MIDDLEBURY COLLEGE

Your Family and Middlebury

Sent by the College to
Middlebury Parents and Friends

AUTUMN 1962



U. S. Secretary of State Dean Rusk and President Samuel S. Stratton are shown leaving Redfield Procto Hall following a reception held there by the Cultural Committee of the Board of Governors of Redfiel Proctor Hall. This student organization, under the capable leadership of Charles MacCormack, '63, an Jeffrey Sprigman, '64, extended the invitation and arranged all the details for Mr. Rusk's appearance o the campus. The Secretary spoke to an audience of 1,900 in the Memorial Field House. His topic was th history of the cold war.

The Edward L. Bond Jr. Memorial Fund has been designated as an endowed scholarship fund with income to be awarded annually to a junior or senior man in memory of Ted Bond, '62. The Fund now amounts to $6,270.

Plans have been completed for a new Language Center (see page 13) and the Board of Trustees have voted to name the proposed new building The Sunderland Language Center in honor of Edwin S. S. Sunderland, '11. Mr. Sunderland's generosity as first Chairman of the recent Development Fund campaign and in providing the Sunderland Chapel, in creating the Agnes Warner Sunderland Scholarship, and in many other ways, has been outstanding.

Dr. Jean Boorsch, Professor of French Literature at Yale University, has been appointed Director of the French School to succeed Professor Vincent Guilloton who retired this fall after being associated with the Middlebury College Summer Language Schools for the past thirty years. He succeeded the late Andre Morize of Harvard University as French School Director in 1947. Dr. Boorsch taught at Middlebury for four years before joining the Yale faculty in 1933. He has taught in the Middlebury French School for fourteen summers since then, and took charge of the College's Graduate School of French in Paris in 1956–1957.

A large sterling silver Paul Revere bowl has been presented to the College by Mr. and Mrs. Richard Allen in memory of their son, Corky Allen, '62. The Charles B. Allen Memorial Bowl will be inscribed each year with the name of the men's singles tennis championship and kept on display in the trophy case of the Memorial Field House.

Egbert Starr Library was enhanced recently by a large oil painting by Paul Sample, to be hung in the lower reading room as a gift of Electra Bostwick, '55. Called "The Skaters," the picture is a freely painted scene of a skating pond, with several persons on the ice and others warming themselves around an open fire. Mr. Sample, who studied with Jonas Lie, is a member of the National Academy and the American Water Color Society and is the recipient of many prizes for his work.

Five and one half acres of new athletic fields have been constructed in recent months by the College's Department of Buildings and Grounds on the south side of Porter Field along the South Street approach to Porter Hospital. The fields were made by bulldozing several thousand yards of dirt, leveling and seeding.

The late Andre Morize, Director of the College's French School for twenty years, was honored recently when a seminar room in the new wing of the Egbert Starr Library was dedicated in his name and memory. The Morize Room, in a section of the Library which houses books and other literature in foreign languages, was made possible by gifts from faculty, students and friends of the French School.

Your Family and Middlebury

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HEAD OF WOMEN'S PHYSICAL EDUCATION DEPARTMENT*

IS INTERVIEWED BY
YOUR FAMILY AND MIDDLEBURY ON . . .

PHYSICAL EDUCATION FOR WOMEN

Q. What are the objectives of the Department of Physical Education for Women at Middlebury College?

A. Department objectives are to promote women's interest, competence, and participation in physical and recreational activities. These objectives are concerned with women's years after graduation as well as the present college years. Toward these objectives, the Department provides a two-year instructional program in physical education which is required of all women during their Freshman and Sophomore years. Women fulfill this graduation requirement by electing their physical education courses from among the many courses offered by the Department during the Fall, Winter I, Winter II, and Spring Seasons. In addition to the instructional program, the Department and the Women's Recreation Association organize and direct an extracurricular program of activities which includes intramurals, extramurals, and co-educational programs such as the Dance Club.

Q. Why is the instructional program an elective one for students within the two-year physical education requirement?

A. The Department believes that student election of courses in physical education provides for course selection to fit the different individual needs of college women. Further, that it stimulates more active participation in the learning process and ensures greater carry-over values for the women. Most of the seasonal courses are offered in beginning, intermediate, and advanced classification sections to recognize and promote student achievement levels. During the two-year requirement, a woman may elect as many as eight different courses within her skill classification, or, as is more often the case, she selects her courses to acquire depth in certain areas while adding three or four seasons of other courses to add breadth to her physical education skills, knowledge, and experiences.

Q. What courses are offered to women in the instructional program?

A. Instruction is given in the following activities at the present time: archery, badminton, basketball, body mechanics, bowling, conditioning exercises, field hockey, folk dance, golf, horseback riding, ice skating, lacrosse, modern dance, riflery, skiing, softball, tennis, and volleyball.

Q. Which courses do women most frequently elect?

A. Tennis is presently the most heavily enrolled course in the fall and spring seasons. Field hockey and volleyball lead the team sport list. Of the individual activities, archery, golf, bowling, modern dance, body mechanics, ice skating, and skiing are all heavily enrolled in their seasons.

Q. Is there an opportunity for women to continue in physical education courses following the completion of the requirement?

A. Yes, the Department encourages upperclass women to elect additional courses in physical education and an increasing number of women are taking advantage of this opportunity. Although first preference in scheduling class space is given to women completing the requirement, those women who wish to take additional work are scheduled for the courses of their choice whenever extra class space is available.

Q. Does the Department offer other instructional opportunities to women outside of class hours?

A. Yes. The Department schedules many open hours or practice periods during which additional instruction and individual coaching is given to those women who wish to participate. The most recent addition to this program is slalom instruction and practice for skiers. Other programs include those scheduled prior to the start of each intramural competition as well as the scheduling of open hours in activities such as folk dancing and trampoline.

Q. What is the Women's Recreation Association, its purpose, and its organization?

A. The Women's Recreation Association is a student organization which provides varied programs of recreational activity for women and stimulates their interest in these activities. All women students are members of W.R.A. and are eligible to participate in its pro-

*Assistant Professor Mary E. Lick

grams and to vote in the elections of the W.R.A. Executive Board of Officers. The Executive Board appoints managers for each of its activity programs and these managers work with a Department member in planning and executing the programs for their activity. The elected and appointed members of W.R.A. meet with the Department staff, who serve as advisors to W.R.A., to handle approval and coordination of the various activity programs and to provide the leadership for the implementation of regular and new programs. W.R.A. sponsors both an intramural and extramural program for women.

Q. What constitutes the intramural program for women and how is the program organized?

A. Intramural competitions are held in most of the team, dual, and individual sports and are usually the single or double elimination type of tournament. The competitions are open to all women with individuals competing for one of the following groups to which they belong: freshmen, independent women, or as members of one of the six sororities on campus. W.R.A. gives three awards at the end of a year's competition and two of these are group awards. The Mary S. Rosevear Award is presented to the group with the highest membership percentage of participation. The W.R.A. Award is given to the group with the highest number of achievement points. The third award, the W.R.A. Service Award, is presented to individuals who have contributed outstanding service to W.R.A. in any capacity. Honorary individual memberships on All-Midd and All-Midd Reserve teams recognize the outstanding players in the intramural tournaments and the challenge matches between these honorary teams provides an exciting conclusion to an intramural tournament. Interest clubs, such as the Dance Club, Tennis Club, and the expected Synchronized Swimming Club, are sponsored for those activities which lend themselves to group recreation and performance rather than to competition.

Q. What is the nature of the women's extramural program and how is the program organized?

A. Sportsdays, or informal competitions with two or more college groups in one or more sports, are held on an invitational basis with nearby colleges. The arrangements for sportsdays are made by the W.R.A. Supervision and officiating are provided by the Department staff working with the staffs from other participating colleges. The sportsday players are selected by sign-up and tryout for the different sportsdays. This type of competition is generally an outgrowth of a successful intramural tournament and it provides additional competitive experiences for the more highly skilled sportswomen. A different kind of highlight in the extramural tennis program is provided for those women selected to play in the Eastern Women's Collegiate Championships held each October at Forest Hills, New York.

Miss Mary E. Lick, Assistant Professor of Physical Education for Women (left) and Miss Joan L. Towne, Instructor in the same Department, shown at the entrance of the College's new swimming pool which will be completed in January. Lack of stone masons in Vermont hampered progress over the summer.

Q. In view of the present emphasis upon physical fitness, what is being done to promote this phase in the women's programs?

A. Because the road to fitness lies in the direction of active and continuous participation, the women's programs are based on providing the skills, knowledge, and incentives for intelligent and continuing participation in various forms of physical activity which are beneficial and enjoyable to the student. Stressing the future as well as the present values of fitness is of primary importance in guiding college women toward the establishment of their personal fitness programs. In the final analysis, fitness, a relative factor, is largely dependent upon what each woman does with the opportunities at her disposal and the importance she assigns to securing or maintaining her assets of personal fitness.

Q. What changes in the total program are anticipated as a result of the new swimming pool and its location adjacent to McCullough Gymnasium?

A. New programs in swimming and diving, synchronized swimming, life saving, and water safety will be added for the women. Squash programs may be added with the availability of a second squash court. Greater recreational use of the facilities by women and more opportunity for co-educational participation in sports, dance, and swimming are anticipated as a result of the new pool and the accessibility of the facilities in McCullough Gymnasium to both men and women.

News of the COLLEGE

Parents to Honor Dr. Stratton

THE 1962–63 Parents Fund will be dedicated to President Samuel S. Stratton to honor him during his retirement year. All gifts to the Parents Fund will be used to establish a permanently endowed fund. Income from this fund will be designated to help finance an expanded program of visits to the Middlebury campus by outstanding scholars and artists. Exceptions will be made for Parents Fund gifts covering payments on library pledges and gifts designated for other specific projects by parents.

An endowed fund designated in support of an expanded program of visiting lecturers and increased visits to the campus by scholars and artists will fulfill an important aspect of the Development Program, which is seeking $200,000 in additional endowment for such purposes. It will be a fitting means to honor Dr. Stratton in an activity at Middlebury in which he has always taken a great personal interest as evidenced by the establishment and growth of the annual Middlebury Conference and Religion Conference during his years as the College's President.

Last year's program of Parent Giving reached an all-time high of $139,135.73.

Swimming Pool Nears Completion

WHEN MIDDLEBURY COLLEGE's new indoor swimming pool, now under construction at McCullough Gymnasium, is completed in January it will constitute a significant addition to the College's year-around recreational facilities. Emphasis in athletic pursuits at Middlebury has always been on activities which can be continued into adult life. The addition of a swimming pool to Middlebury's already outstanding facilities for skating, skiing, and golf is particularly appropriate for a coeducational college.

Impetus for the pool came in November of 1956 in the form of a bequest in excess of $100,000 from Malcolm T. Anderson, '25, to be used for the construction of a swimming pool when sufficient additional funds to make it possible were available. A generous gift of $200,000, to be used only for the construction of the pool, supplemented Mr. Anderson's bequest and made it possible for construction work to get started on the pool. The donors of the $200,000—a man and wife—are enthusiastic supporters of Middlebury College. They wish to remain anonymous until the new facility is completed.

The new pool will be a mutually advantageous addition to McCullough Gymnasium. Women's locker space in the present building will serve the pool. The men's lockers, which will be provided as part of the pool addition, will permit co-recreational use of facilities in McCullough Gymnasium for squash and badminton, and coeducational activities such as modern dance.

While there will be a number of connecting openings between the pool and McCullough Gymnasium, the pool will have its own main exterior entrance, on the side facing Starr Library. This will enter into a formal lobby, from which the natatorium will at all times be visible through a plate glass window. The lobby will give access on the entrance level to an issue counter, from which the two locker rooms can be reached, and at which persons using the pool will pick up a towel, locker key, and tank suit.

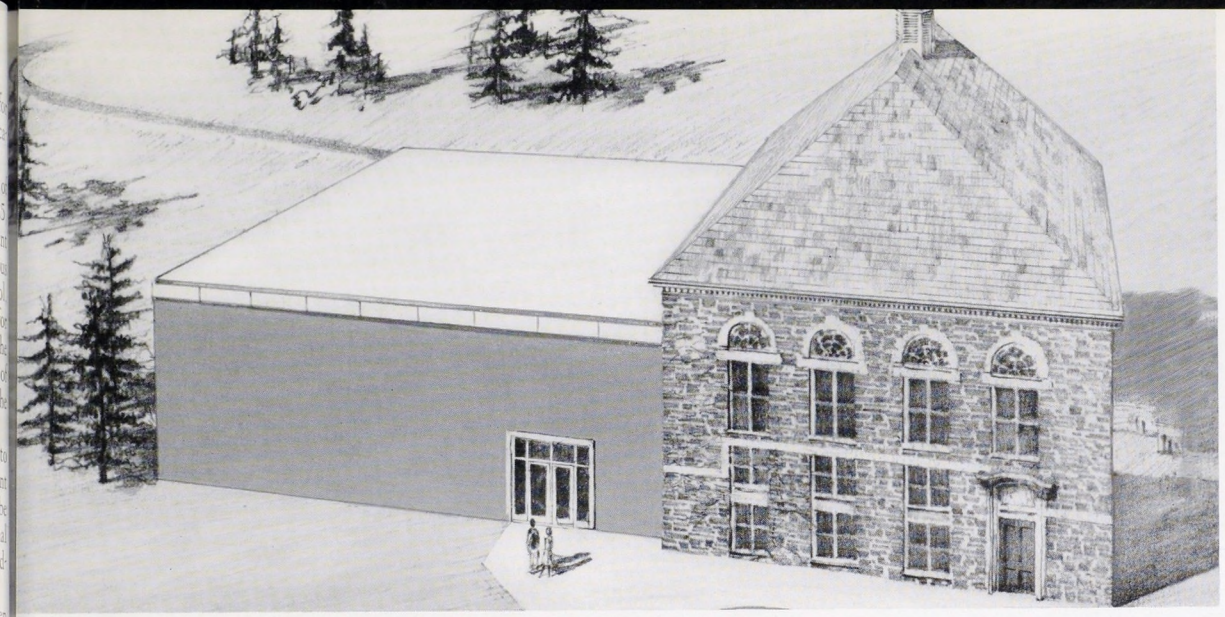
A stairway from the entrance lobby leads directly to the spectator area overlooking the pool, which is at the same level as the gymnasium floor of the existing building. A unique feature of the Middlebury pool will be the level floor of the spectator's balcony, in place of the usual tiered concrete bleachers. Roll-away bleachers will accommodate 395 spectators more comfortably than concrete stands. When not in use, they collapse against the wall and leave the floor area available for instructional and recreational use.

An unusual construction feature of the pool is the use for the first time of prestressed precast concrete beams for the roof. The exterior of the building will be glazed grey brick, also new to the Middlebury campus.

The construction of the pool as an addition to the McCullough Gymnasium will enhance the usefulness of the pool, and will compliment the use of the gymnasium as well.

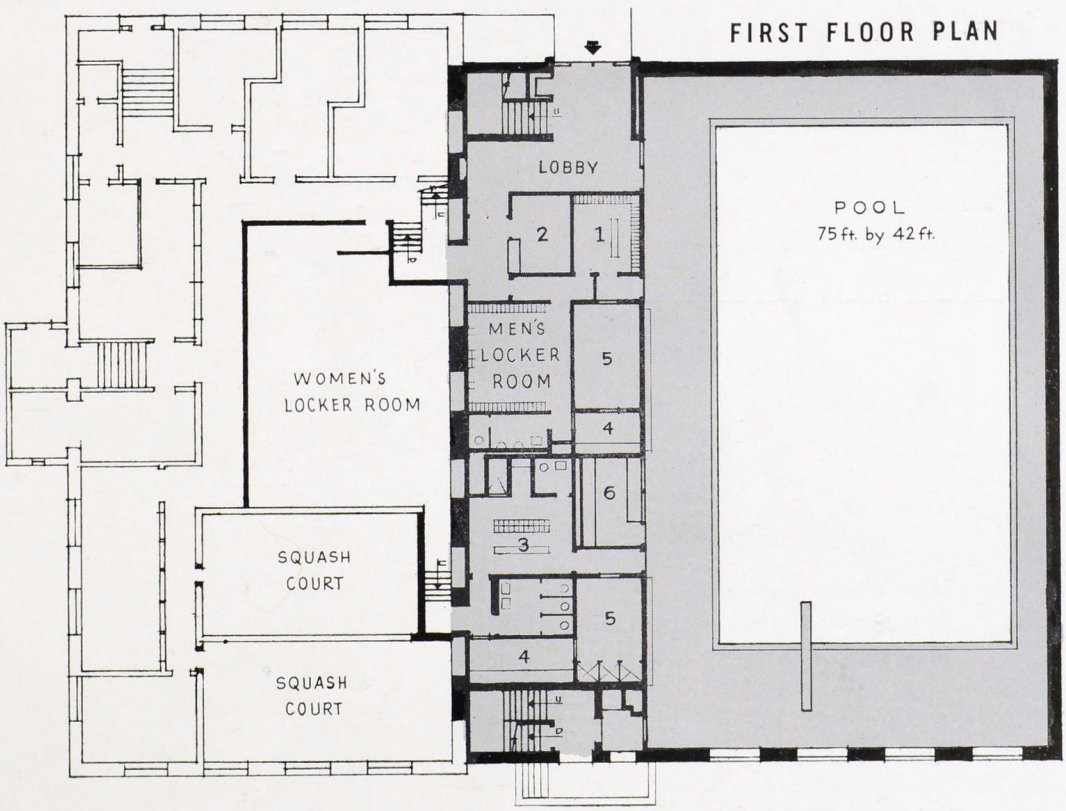
Front and back covers. Starr and Painter Hall are shown amidst colorful foliage on the front cover, while a typical Vermont fall vista is shown on the back cover.

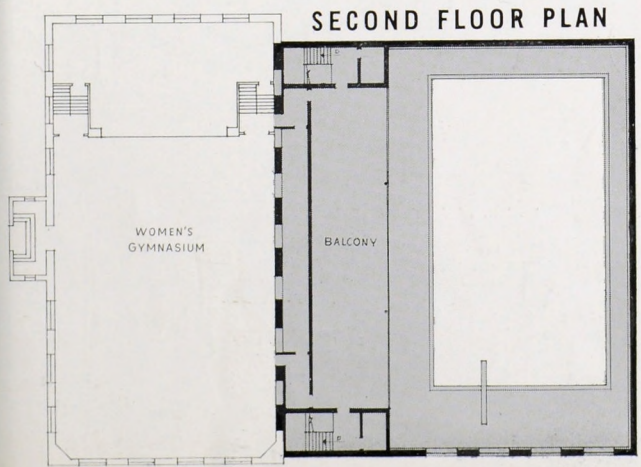
The 105th meeting of the Associations of Colleges in New England was held at Middlebury this fall. The picture below was taken at Redfield Proctor Hall between sessions of the meeting. In the front row are the following college and university presidents (left to right): Dr. Howard B. Jefferson, Clark University; Dr. Calvin H. Plimpton, Amherst College; Dr. Nils Y. Wessell, Tufts University; Dr. Nathan M. Pusey, Harvard University; Dr. Victor L. Butterfield, Wesleyan University; Dr. Samuel S. Stratton, Middlebury College; Dr. Albert C. Jacobs, Trinity College; Dr. Harold C. Case, Boston University; Dr. John E. Sawyer, Williams College; Dr. John T. Fey, University of Vermont; Dr. John S. Dickey, Dartmouth College; Dr. Barnaby C. Keeney, Brown University; and (standing at extreme right of second row) Dr. James Stacy Coles, Bowdoin College. Presidents of Massachusetts Institute of Technology and Yale University are shown in photograph.



ARCHITECT'S VIEW OF SWIMMING POOL AND ITS RELATION TO McCULLOUGH GYMNASIUM

THE NEW SWIMMING POOL





FIRST FLOOR PLAN

1. Men's Faculty Locker Room
2. Issue Room
3. Women's Faculty Locker Room
4. Drying Rooms
5. Showers
6. Office

The *Neil Starr* SKI LODGE

CONSTRUCTION of the Neil Starr Ski Lodge in the Middlebury College Snow Bowl is underway this fall and will be completed in the early winter. It is the gift of Mr. C. V. Starr (see Winter, 1962, YOUR FAMILY AND MIDDLEBURY).

Above is a photograph of the architect's model of the Lodge. A student library will be located in the wing at the left. The orientation of the main facade of the Lodge is to the south, forming a sun trap protected from the wind by the high roof and the two wings of the building. This exposure will make the outdoor terrace and upper deck comfortable on any day throughout the winter when the sun shines.

The main windows look directly up to the 50-meter ski jump and the slope on which the lift is located. Both from the main floor level and the balcony, these windows afford an uninterrupted view of the activity in the Snow Bowl. The library in the west wing will also have this view.

The massive stone fireplace, already constructed, will be the focal point within the main section of the Lodge. It is visible equally well from the balcony and from the main floor level. The balcony and library will be reserved for use by Middlebury College students.

Entrance to the Lodge from the parking lot.

A view of the front of the Lodge as it will appear looking down from the jump and lift.

A Study of Admissions

If the number of secondary school students applying to Middlebury College in the future maintains the same trend as at present, by 1970 the College will be receiving completed—i.e. serious—applications from more than seven times as many students as it can accept. Four hundred and fifty freshmen are likely to be the number Middlebury will be able to admit from approximately 3200 applications.

Completed Applications considered:

	1950	1953	1956	1959	1962
Men	641	762	862	842	1103
Women	735	687	743	1098	1225
Totals	1,376	1,449	1,605	1,940	2,328

Number of Applicants Offered Admission:

Men	318	399	430	430	429
Women	181	233	268	252	261

Withdrawals After Acceptance:

Men	98	182	199	192	223
Women	40	87	122	107	115

Number in Freshman Class:

Men	220	217	221	238	206
Women	141	146	145	145	146
Totals	361	363	366	383	352

Number of States Represented:

Men and Women	22	27	24	25	32

Foreign Countries:

Men and Women	7	7	9	6	8

College Entrance Examination Board—Scholarship Aptitude Test—Average Scores:

	1950	1953	1956	1959	1962
Men					
Verbal Score:	450	493	529	578	592
Mathematical Score:	521	527	543	584	607
Women					
Verbal Score:	540	567	600	599	630
Mathematical Score:	511	523	533	566	596

Students enrolled at the College for the 1962–1963 academic year came to Middlebury from forty-four states and fourteen foreign countries. Following is a geographical distribution of the student body and the attendance by classes.

UNITED STATES AND POSSESSIONS

	Men	Women	Total
New York	199	114	313
Massachusetts	144	69	213
New Jersey	96	60	156
Connecticut	90	48	138
Vermont	66	57	123
Pennsylvania	29	22	51
New Hampshire	25	8	33
Illinois	12	19	31
Ohio	8	19	27
Maryland	9	14	23
Colorado	12	5	17
Michigan	8	8	16
Rhode Island	6	9	15
Maine	7	7	14
Virginia	2	11	13
California	8	3	11
Minnesota	7	4	11
Missouri	7	3	10
District of Columbia	4	4	8
Georgia	4	3	7
Wisconsin	2	5	7
Florida	2	4	6
Delaware	1	4	5
Texas	3	2	5
Washington	3	2	5
Iowa	3	1	4
Hawaii	1	2	3
Utah	1	2	3
Idaho	0	2	2
Indiana	1	1	2
Kentucky	1	1	2
Louisiana	1	1	2
Nebraska	1	1	2
North Carolina	1	1	2
Tennessee	1	1	2
Alaska	1	0	1
Arizona	0	1	1
Kansas	0	1	1
Montana	1	0	1
Nevada	1	0	1
New Mexico	0	1	1
Oklahoma	1	0	1
South Carolina	0	1	1
Wyoming	0	1	1

OUTSIDE UNITED STATES

Canada	8	2	10
Colombia	0	2	2
France	1	1	2
Italy	1	1	2
Philippines	1	1	2
Venezuela	1	1	2
Dominican Republic	0	1	1
Germany	1	0	1
Hong Kong, B.C.C.	1	0	1
Nicaragua	0	1	1
Nigeria	1	0	1
Saudi Arabia	1	0	1
Switzerland	0	1	1
Turkey	0	1	1
	785	534	1319

ATTENDANCE BY CLASSES

Undergraduates	Men	Women	Total
Seniors	163	109	272
Juniors	203	129	332
Sophomores	204	144	348
Freshmen	210	147	357
	780	529	1319
Special Students	1	4	5
Graduate Students	4	1	5
	785	534	1319

How will Middlebury College select a new president?

By L. Douglas Meredith

The President's Page space in this issue of Your Family and Middlebury *is devoted to a discussion of the procedures being followed for the selection of a new president of Middlebury College. The author is chairman of the Board of Trustees committee for the selection of a new president. Dr. Meredith has been a university professor, a newspaper and magazine writer, and a nationally-known lecturer on economics and finance. He is now executive vice president of the National Life Insurance Company with offices in Montpelier, Vermont.*

Middlebury college in the 162 years since its founding in 1800, has had only 11 presidents, with an average term of service of 14 7/10 years each. This fact, combined with the accomplishments of this group of eminent educators, eloquently attests to the caliber of the former presidential selections made by the Trustees. By the same token, the importance of the problem currently confronting the Trustees in selecting a successor to Dr. Stratton, whose voluntary retirement was announced in the summer issue of the Your Family and Middlebury, comes into full and imposing perspective.

In suggesting the name of a candidate to be considered for the presidency, an alumnus recently has written that ". . . There is, of course, no responsibility discharged by trustees more important than the selection of a chief executive officer. . . ." The Trustees, charged with the responsibility of directing the affairs of Middlebury College, agree with this appraisal of the importance of the selection of a new president, and will exert every effort to find the best man available for this important assignment.

Dr. Stratton, prior to the April meeting of the Board of Trustees, had made known his desire to retire in the autumn of 1963, and steps were taken immediately to commence the selection of his successor. One of the Board's standing committees is named, "The Committee on Committees," and this committee took prompt action, naming Mrs. Howard Howson '30, Paris Fletcher '24, Dr. Arnold LaForce '35, Dr. Raymond J. Saulnier '29 and the writer to serve as the Trustees' Committee to select a new president for recommendation to the Board.

A Trustees' Advisory Committee also was named, consisting of Egbert C. Hadley '10, Chairman of the Board of Trustees and member of the Board since 1936; Fred P. Lang '17, Treasurer and Chairman of the Finance Committee of the Board, and Trustee since 1940; and Mrs. Joseph K. Milliken '01, Trustee since 1948. While this committee has been designated as "Advisory," it has participated on an active basis in all deliberations, and it is hoped and expected it will continue to do so. The long association of the Advisory Committee members with Middlebury, and their broad experience in education and other fields enable them to make a contribution of incalculable value in the selection of a new president. President Stratton also is cooperating to the utmost in assisting the committees which seek his successor, and his interest and assistance will continue to be invaluable.

The first step taken by the two committees was to endeavor to prepare a statement of the types of experience and attributes the committees hope to find in the man ultimately selected for the post. Members of both committees presented their thoughts on this subject, and by the time the many suggestions had been compiled, the resultant profile described an individual who hardly could be expected to be found among mortals! These attributes were then condensed into a brief and more general description of the type of man the committee seeks.

Of course, in this modern age no president can be expected to be able to teach every course being given in the College, as is said to have been the case with President Brainerd, but among other things the new president will be expected to provide vigorous educational and intellectual leadership, and to possess the ability to work constructively with the many segments of a college climate, including trustees, faculty, staff, students, graduates, and a wide range of outside contacts. As the profile further

L. Douglas Meredith

states, ". . . a candidate should feel a total dedication to education and Middlebury, and should share the philosophy which traditionally has guided Middlebury College in offering educational opportunities in the liberal arts to young men and women. . . ." Nor is the committee unmindful of the very important part which the president's wife plays in his successful fulfillment of the office.

RESTATEMENT of the more important aims and ideals of the College as an educational institution also was essential for the Committee's guidance. Briefly, it is the strong consensus of the Board of Trustees that among other things the College should remain relatively small, with the enrollment in the foreseeable future probably not exceeding 1600 students; that our major aim should be to improve still further the quality of our academic effort, but that progress should be achieved without the pains of revolution. The College is fully committed to coeducation, to high quality of scholarship on the part of both faculty and students and to preservation of the liberal arts ideal which President Stratton has described with these words:

> ". . . It is my firm conviction that the liberal arts college, if it is deserving of survival, must impart to young men and women an enduring zest for and a delight in difficult, intellectual achievements; must give them sufficient understanding of the fine arts to stimulate a desire for the acquisition of discriminating appreciation; must teach them enough of the physical, social and spiritual development of men and nations to make them intelligent, self-reliant citizens with a sensitiveness of their moral responsibilities as leaders of opinion in domestic and world affairs. . . ."

Shortly after the impending retirement of President Stratton became known, the faculty expressed its willingness to name a committee to counsel with the Trustees' Committee, and the latter welcomed this offer, recognizing that no group has more at stake in such a selection than the faculty.

The faculty decided to elect a committee of seven members to be composed ex officio of the Faculty Committee on Conference with Trustees, consisting of Professors Karl Anderson, Reginald Cook '24 and Benjamin Wissler, and one member to be elected by each Division. The names of the four representatives chosen by the Divisions follow:

Division of the Humanities—Professor Howard Munford '34
Division of the Foreign Languages—Professor Werner Neuse
Division of the Social Sciences—Associate Professor Thomas H. Reynolds
Division of the Natural Sciences—Professor Donald Ballou

The Faculty Committee elected Professor Reginald L. Cook '24 as its Chairman.

To summarize, three committees are working on the selection of President Stratton's successor—namely, the Trustees' Committee of five members, the Trustees' Advisory Committee of three members, and the Faculty Committee of seven members. Among the 15 members of these committees are nine Middlebury alumni. The members of the Faculty Committee bring to this assignment 139 years of teaching experience at Middlebury, to say nothing of their experience in other institutions. In addition to the Faculty Committee, five of the eight members of the Trustees' Committees have had teaching experience, and all have been associated with other educational institutions in one capacity or another.

EARLY in June, a joint meeting of the Trustees' Committee, the Trustees' Advisory Committee and the Faculty Committee was held, at which time the problem before them was discussed at length.

The Faculty Committee subsequently held a series of meetings and prepared its profile of the type of man it believes Middlebury needs in the years ahead. It is a pleasure to observe that the main points contained in the profile prepared by the Advisory Committee and the Trustees' Committee, and those contained in that prepared by the Faculty Committee coincided closely. In other words, gratifying unanimity of opinion prevails with respect to the aims of the College and the type of man who should be responsible for directing its activities in the years ahead.

The Faculty Committee also has suggested the names of several men who might be candidates for the presidency. Other names have been obtained from a wide variety of sources, including alumni, faculty, staff, foundations and other friends of the College. The Trustees' Committee from the outset has endeavored to make clear its desire to receive suggestions, and while it will be glad to continue to do so until such time as a selection has been made, it would seem obvious that early suggestions will greatly expedite the committee's work. Whenever a suggestion is made, it is very helpful to the committee if the name is accompanied by biographical information and sources of further information. To the first of September, more than 80 names, including several alumni, had been received, and the committee then endeavored to prepare a brief profile of each man from sources of information other than the man himself. The committee is reviewing each of these profiles with great care, fully cognizant of the importance of the most careful screening.

Of course, the next step is to obtain more information about the men who appear most outstanding, and at an appropriate point to determine whether or not they have an interest in discussing the subject with the committee.

IT will become increasingly important, as the selection process continues, for the committee members to become well acquainted with the leading candidates, and equally imperative that these men become well acquainted with Middlebury. This unavoidably will be a time-consuming process for all interested parties. Certainly, anyone seriously considering assumption of the responsibility for the direction of Middlebury College will have many questions to ask, not only of the committee members, but of other people on the staff and faculty and of sources of information outside of Middlebury. The committee members and others closely concerned with the College will want to visit with the leading candidates in an effort to make sure that important points of view thoroughly are understood in advance of any commitment. The more time spent in becoming well acquainted, the more certain the committee will be that it has made the right selection, and the more certain the man will be that he has found the work to which he will dedicate the best years of his life.

At some point, the man who sees in Middlebury the opportunity to serve carefully selected young people in the years ahead as Middlebury has served them in the past, who sees in Middlebury College the opportunity to enhance the educational position of one of the Nation's outstanding liberal arts colleges, who appreciates the true significance of the traditions and heritage of Middlebury, and who will dedicate the succeeding years of his life in making their influence felt, will, we hope, clearly stand out among other names. This is the man we seek. Middlebury then, after appropriate action of the Board of Trustees, will have chosen President Stratton's successor.

The twentieth century has witnessed a rapidly changing world, but these changes probably serve chiefly as omens of an increased pace of social and scientific change in the years ahead. Middlebury proudly stands in the Green Mountains as one of the Nation's oldest and foremost colleges of liberal arts, and it is the responsibility and wish of all those who cherish the traditions of Middlebury, including trustees, faculty, staff, student body and alumni, to make certain that Middlebury not only preserves but enhances to the fullest extent possible its position of educational leadership, come what may in the way of change.

with our FACULTY

By Professor John G. Bowker, Dean of the Faculty

With the opening of the College's 163rd year we note that Dr. Freeman is on leave for the first semester and Professor Bourcier will be in France for the entire year. Professor Guarnaccia is in charge of our Spanish School in Spain during the first semester and will return in February. During the second semester Dr. Henry B. Prickitt, Associate Professor in English, will be on sabbatical leave in England. Mr. Visvaldis Klive, Instructor in Religion and Philosophy, is completing some graduate work under a Danforth Grant, and Dr. Charles K. Warner, Assistant Professor in History, is spending his 1962–63 leave of absence writing.

As an annual feature of the *Faculty Page* I am pleased to introduce below the new appointments to our faculty.

Captain Richard A. Burr, *Assistant Professor Military Science.* A.B. Harvard University. Nine years military experience including six years in Germany. Author of several articles on Military Artillery.

Mr. John X. Evans, *Instructor in English.* A. B. Holy Cross; M.A. Yale. Taught at the University of California at Santa Barbara and at Mt. San Antonio College at Walnut, California. Has served as Technical Editor for the Raytheon Co. and for Aeroset-General Corp. Candidate for the Ph. D. at Yale.

Mr. Wendell F. Forbes, *Instructor in Physical Education.* A.B. Middlebury (1951); Played professional baseball in the St. Louis Cardinals organization, taught and coached at Meridan Junior College in Mississippi for three years and at Northfield, Vermont, High School. In recent years, Wendy coached football, hockey and baseball at Norwich University.

Mr. Ladislas Gonczarow, *Lecturer in Russian.* B.A. University of Montreal; M.A. University of Montreal. Has studied at College Moderne in France and has taught for several years at McGill and the University of Montreal.

Mr. Rudolf K. Haerle, Jr., *Instructor in Sociology-Anthropology.* A.B. Dartmouth; M.A. University of Chicago. An instructor for two years at Wilson Junior College in Chicago, Mr. Haerle is a doctoral candidate at the University of Chicago.

Dr. Frank G. Lane, *Instructor in Biology.* B.S. Massachusetts Institute of Technology (Sigma Xi); M.D. University of Vermont. Trainee in Human Genetics at the University of Michigan for four years. Many will recall Dr. Lane as an Instructor at Middlebury from 1949–1951.

Miss Jocelyn Leathem, *Instructor in Physical Education.* B.S. Skidmore College. Miss Leathem was a June, 1962, graduate at Skidmore and is starting her teaching career at Middlebury.

Lt. Colonel Richard H. Maeder, *Professor of Military Science.* B.S. Boston University. Colonel Maeder is in charge of the R.O.T.C. unit at Middlebury. He has served the U. S. Army in France, Germany, Italy, Turkey, Japan and Korea.

Miss Pilar Martinez, *Instructor in Spanish.* B.A. Saint Maur (Madrid); M.A. Madrid University. Miss Martinez has studied at the Universities of Munich, Perugia and Vienna. She has taught in Madrid and at the College of Saint Teresa in Minnesota.

Mr. Victor L. Nuovo, *Instructor in Religion.* A.B. Hope College; B.D. New Brunswick Theological Seminary. A doctoral candidate at Columbia University, Mr. Nuovo served for three years as minister at Hempstead Reformed Church. He was a lecturer in Systematic Theology at the Seminary.

Dr. Bruce Peterson, *Instructor in Mathematics.* B.A. Middlebury College (Class of 1956); M.A. Syracuse University; Ph.D. Syracuse University. Served as Graduate Assistant and Instructor at Syracuse University, National Science Foundation Summer Grants in 1960, 1961.

Dr. E. Ann Pottinger, *Instructor in History.* A.B. Wellesley College; M.A. Radcliffe College; Ph.D. Radcliffe College. Has taught at Wellesley and was a Harvard Teaching Fellow for two years. Two years of research in Paris and London. Phi Beta Kappa.

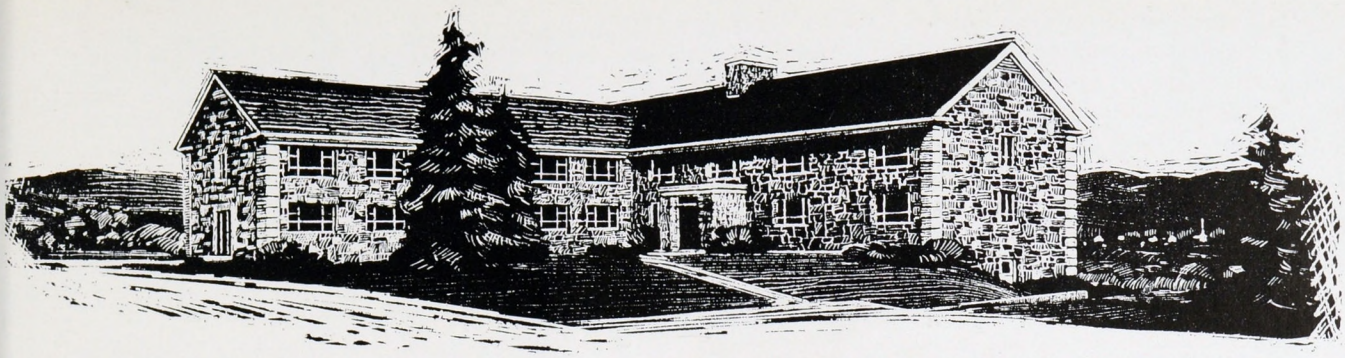
Dr. Orland B. Reynolds, *Assistant Professor in Biology.* B.S. Idaho State College; Ph.D. Boston University. Served as Instructor in Chemistry at the Boston City Hospital School of Nursing for five years. Awarded a Postdoctoral Fellowship at Harvard University.

Mr. Norman B. Schwartz, *Instructor in Sociology-Anthropology.* B.A. College of City of New York; M.A. University of Pennsylvania. Has had research experience at Guatemala where a team of anthropologists from the University of Pennsylvania have been conducting field work for many years. Phi Beta Kappa.

Mr. Ronald Suter, *Instructor in Philosophy.* B.A. University of Chicago; B.A. and M.A. Oxford University. Has served as teaching assistant at Stanford University for two years while pursuing the doctorate.

Mr. Jean A. Vadon, *Instructor in French.* Licence-es-Lettres University of Paris; Diplome D'Etudes Superieures University of Paris. Monsieur Vadon has taught French at the Ministry of Education in France, at Brown and Nichols School in Cambridge, Massachusetts, and was on the faculty of the Middlebury French School this past summer. Madame Vadon holds the same professional and teaching degrees as her husband and will be an Assistant in French during this year.

New members of the Faculty include (left to right): *Front row—Lt. Col. Maeder, Dr. Pottinger, Miss Martinez, Miss Leathem, Mrs. Vadon, Mr. Evans, Capt. Burr; rear—Dr. Peterson, Mr. Gonczarow, Mr. Nuovo, Mr. Schwartz, Dr. Lane, Dr. Reynolds, Mr. Vadon, Mr. Haerle, Mr. Suter.* (*Mr. Forbes is not in picture*)



Construction has started on Allen Hall, new Language Dormitory for Women

The Language Program and the Future

"The College needs a new Language Center and a Language Dormitory for Women if Middlebury's high reputation for language teaching is to be maintained..."

"WHAT is the future of foreign languages at Middlebury?" was the subject of a discussion in last spring's issue of YOUR FAMILY AND MIDDLEBURY which was devoted to a glimpse of the *Middlebury of Tomorrow*.

Dr. Stephen A. Freeman, Vice President and Director of the Language Schools, in an article devoted to Middlebury's needs in language teaching stressed the importance of early construction of two new buildings —a Language Center and a Language Dormitory for Women—"if Middlebury's high reputation for language teaching is to be maintained."

Middlebury College pioneered in the teaching of modern languages by the methods and for the objectives now nationally recognized as the right ones. With the construction of these two new buildings it will be able to continue to pioneer and to maintain its position as a model and as a leader in the study of modern languages.

A loan of $445,000 to the College by the United States Community Facilities Administration has made possible the start of construction of the new dormitory which will be named Allen Hall in honor of George and Cecile Allen, '01. Mr. Allen is an emeritus trustee and a generous benefactor of Middlebury College.

Allen Hall, now being built to the northeast of the Château and nearly in line with Wright Memorial Theatre, will do for the other modern languages studied on the campus what the Château has done for French since 1925.

With the exception of the lounge and lobby area of the new building, there will be four separate housing areas, each with a "native Directress" and each concentrating on a different language. A study lounge and bath facilities are being provided for each housing area. There is sufficient flexibility in the architectural design to accommodate variations in sizes of the language groups.

When it opens next fall, Allen Hall will accommodate seventy students in the Russian, German and Spanish language programs. Another language program may be included at a later date.

PLANS have been completed for the Sunderland Language Center which is the next most needed facility of the College's Development Program. An estimated $650,000 will have to be raised for the construction of this building which is so important to the continued high academic standing of Middlebury College.

Middlebury played a key role in the development of the Language Laboratory as a facility in language instruction. Its present language laboratory was established in 1955 using a small frame dormitory (Hillcrest) no longer used as an undergraduate residence. Today a new Language Center is needed because this building is no longer adequate for the following reasons: (1) It is too small to serve the language drill and instruction needs of 1,300 undergraduate students during the regular undergraduate year, and 1,059 graduate language students during the Summer Sessions. This space problem will intensify greatly in the immediate future due to a carefully planned increase in

the undergraduate program to 1,600 men and women by 1972 and a corresponding increase in the Summer Graduate sessions. (2) Effective new language teaching techniques worked out and tested experimentally cannot be employed fully in the present language area. These new techniques comprise the "library" type of language laboratory developed at Middlebury to secure greater use of facilities and more productive use of teacher time. For example, in the newly designed classrooms, the College will be able to give linguistic and grammatical explanations or instructions one day a week to all students at a particular level rather than attempting to reduce all classes to small units of 8 or 10 as in the past. Following these sessions, by the use of the 50 language practice cubicles provided, students will be able to drill themselves, not only on pronounciation, oral comprehension and oral expression, but on grammar and syntax by self practice study. Individual skill results will be tested both in the laboratory and in less frequent small classroom groups.

Since individual drill is the basis for command of a language, each student will experience more practice drill than would be allowed him in the brief time available for recitation in a conventional class. Furthermore, with each student able to work at his own pace and according to his individual need, the varied degrees of secondary school preparation are compensated and insufficient preparation may be properly remedied.

With much of the laboratory work being conducted by technical personnel rather than teachers, there will be a great saving of faculty personnel and time. This is an important factor at a time when Middlebury and higher educational institutions everywhere are faced with greater numbers of young people seeking higher education.

THE Language Center will be unique in its operation, its equipment and its design. A graceful union will be realized between technical, pedagogical advances and the basic humanistic tradition of foreign language study.

The plans of the Center have been so conceived as both to centralize and to separate the diverse functions which the College, through its universally recognized leadership in this area, is called upon to perform: (1) student practice facilities; (2) audio-visual classroom space; (3) preparation and reproduction of materials; (4) research; (5) administrative offices.

Following are briefly noted a few of the details concerning these elements and shown on the architect's sketches on the next page.

First Floor Plan

Practice Facilities: Fifty practice rooms, offering the privacy and opportunity for independent study analagous to the music studio and the library carrel will provide a weekly total of three thousand student hours. Each room is reserved by the student for the amount of time commensurate with course requirements and his individual needs. Each will be sound-proof and, as the entire building, air-conditioned. Eight circuits have been foreseen for present and eventual electrical units, including teaching machines and international television. Basic equipment will include tape playback and recording machines combined, for independent or simultaneous operation, in a console which has been gradually developed and perfected at Middlebury over the past several years.

These facilities have been divided between two levels, (see also FIGURE 2) each allowing the largest language course section to meet together at one time in the studios, if so desired. For this purpose, two transmission rooms permit the instructor to send out a program to any combination of the fifty studios and to speak with their occupants.

Students are directed to the practice facilities from the spacious reception hall. Here, attention will be immediately drawn to the sign-up panel upon which occupancy for each studio will be indicated by an automatically operated control light.

To the rear of the reception desk, a large area is devoted to a tape and record library. Recordings used as course material are found in the studios themselves, but for literature courses or advanced independent study, the student can consult the library's card catalogue and listen to titles of special interest. Among these titles will be those recordings of entire courses chosen among the more outstanding offered during previous summer schools.

Audio-Visual Classrooms: A total of four has been provided. Two, seating twenty-five students each, will be equipped for filmstrip and synchronized slide showings, overhead projection, record and tape playback. A third, for fifty students, will have in addition, a projection booth for 16mm. films. The fourth, large enough to accommodate all students of any given course, will include all equipment necessary for any audio-visual presentation. Its podium will be in effect a sound stage from which can be recorded lecturers, panel discussions, instrumentalists, and choral groups. Such recording will be monitored by the sound technician whose booth is hidden from the audience in the wing to the right of the podium. One interesting characteristic of this booth is its position: serving as the pivot for the auditorium, the large classroom as well as a small studio, it can indeed be used to record as many as three program sources at one time.

Experiments being carried out over the past two years at Middlebury tend to show that, through judicious use of such practice and audio-visual facilities, in beginning and intermediate courses, four of the five areas of language competency can be treated entirely outside of the classroom. This then would free eighty per cent of the instructor's time. Most of it would be given to the fifth and difficult area of creative expression. Some of it would conceivably be used to increase the number of sections, thus decreasing the size of each, as well as forming special coaching sessions for students needing it in any given area. This formula alone, when demonstrated, could do much in solving the problem of the disconcerting diversity in previous language training found among entering students.

Basement Plan

(Preparation and Production of Materials)

The Materials Development Studio is one of the key elements in the Center. It is here that the instructor's ingenuity is used to combine and edit recordings, slides, and projectuals in order to create from them integrated course units.

In the Sound Reproduction Room: A battery of high speed duplicators will reproduce the tapes thus prepared as they are needed for course work. It is also possible that so equipped, the College could accede to the requests coming from schools and individuals for Middlebury recordings. Thus far, such dissemination has been very limited.

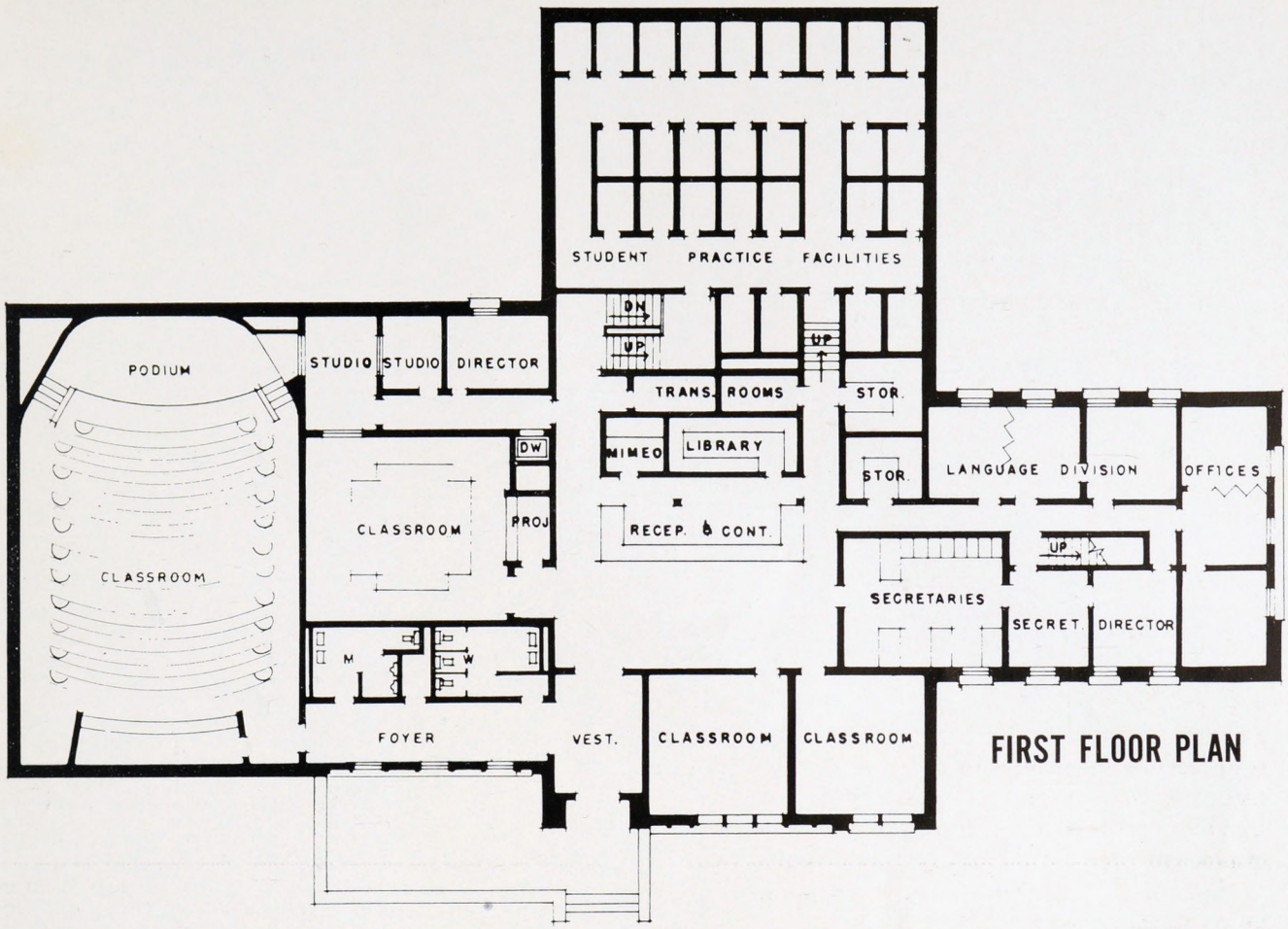
Located also in this lower level is the *Maintenance and Repair Shop.* The Center's technician will have at his disposal the testing equipment and spare parts necessary for upkeep of the diversified apparatus used throughout the building. A small equipment elevator or dumb-waiter has been included for easy and rapid transportation to the main level.

In this same area will be found the **Experimental Phonetics Laboratory.** Available to faculty and advanced students, the laboratory will offer specialized facilities for research in the spoken word and applied linguistics. Before becoming a literature, and then a culture, language is first a means of oral communication. To be taught as such, stress must from the beginning be placed upon pronunciation and listening comprehension, and indeed the influence of a language's sound is inherent throughout all stages of its study. This laboratory will hence, allow wide avenues of investigation in every province.

First and Second Floor Plans

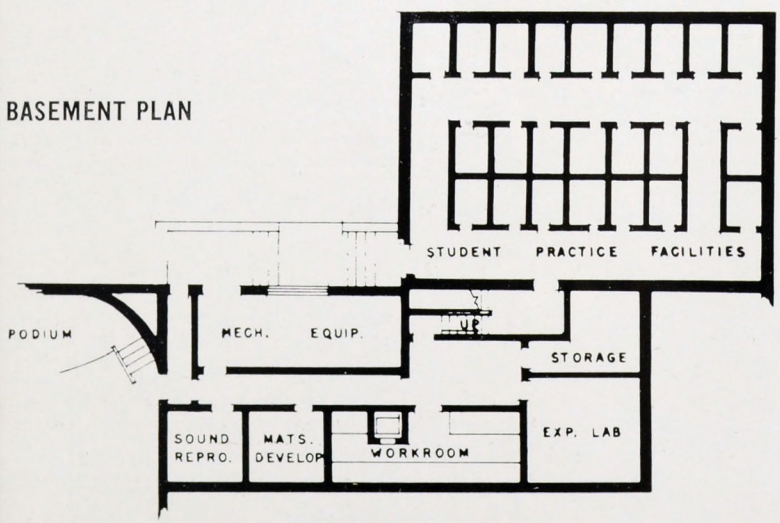
From the Reception Hall, traffic also can be directed to the east wing which, including a second floor, will house the administrative offices. In addition to those of the general Director, five additional offices are provided. The yearly change from Department to School is facilitated by a sliding panel, thus, what in the summer becomes a secretary's office, can be integrated during the winter, to form a very adequate and comfortable seminar room.

These then, are some of the specific functions the Center will be called upon to perform. Its broader role, however, will consist in offering to schools and colleges everywhere, a material representation of the principles and imagination the name Middlebury has always stood for in language teaching.

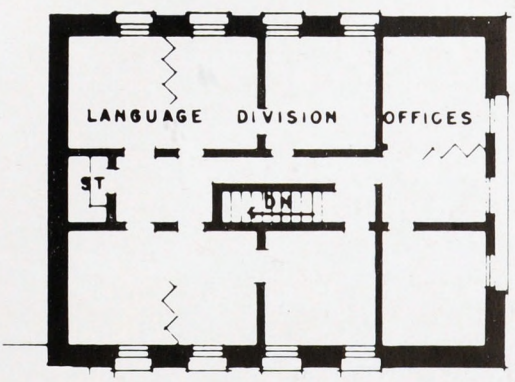


FIRST FLOOR PLAN

THE NEW LANGUAGE CENTER



BASEMENT PLAN



SECOND FLOOR PLAN

Your Family and Middlebury, Old Chapel 46,
Middlebury College, Middlebury, Vermont

Second Class Postage Paid at Middlebury, Vt.

Return Requested